

Stage 3 Term 4 - Week 3

Friday 22nd of October 2021











COVER



Week 3 Spelling Lists

Look Cover Write check your spelling words in your book.
Record your list words using red for the consonants and blue for the vowels.
Then complete an activity from the spelling choice board.

Week 3 Words

		Starfish 	Seahorses 	Turtles 	Dolphins 	Stingrays 	Sharks 
Old Words	1	splinter	dawn	badger	sensitive	radiology	manually
	2	winter	straw	budget	detective	neuropathology	manipulate
	3	temper	shawl	fidget	aggressive	zoology	manipulative
	4	silver	prawn	gadget	cursive	criminology	manifest
	5	timber	flaw	ledger	deceptive	morphology	manufacture
	6	clever	gawk	midget	elective	meteorology	manuscript
	7	muster	pawm	widget	elusive	pharmacology	manumit
	8	barter	saw		incentive	audiology	
	New Sound	'oy' as in oyster	'aw' 'or' words combined	'al' as in walk	'wr' as in wrench	'de' (as in aide)	corpus (meaning: body)
New Words	9	boy	horse	walk	write	Adelaide	incorporate
	10	toy	story	talk	wrong	aide	corporation
	11	joy	morning	walked	wren	blonde	corpse
	12	enjoy	short	walking	wring	concorde	corpulence
	13	royal	porch	balk	wrap	horde	corpus
	14	destroy	north	chalk	wrist	promenade	megacorporation
	15	ahoy	sport	stalk	wrench	roulade	reincorporated
	16	annoy	thorn	stalker	wreck		

Spelling (20 minutes) - Look Cover Say Write Check your words. Complete an activity from the Spelling Choice Board.

Learning Style	Spelling Activities based on Bloom's Taxonomy Six Thinking Levels					
	I KNOW 😊	I UNDERSTAND 😊😊	I APPLY 😊😊😊	I ANALYZE 😊😊😊😊	I CREATE 😊😊😊😊😊	I EVALUATE 😊😊😊😊😊😊
Verbal When I read, speak & write I learn	Handwrite your spelling words in 3 different fonts	Choose 5 spelling words and Use each in a different sentence	Create an acrostic poem for one of your spelling words.	Create a word search and swap it with a friend.	Use a dictionary to find the meanings of 6 challenging words.	Write 4 dictation sentences using your spelling words.
Mathematical I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use scrabble tiles to work out the sum of each of your words.	Play spelling dollars to work out the value of your words. Vowels = \$1 2 syllables = \$2 3 syllables+ = \$3	Group your words based on number of letters they have. Then by consonants. Compare	Place your spelling words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell – hardest to spell. Why did you order them that way?
Visual/Spatial Art, Geometry and Visual imagery are important to me	Create a crossword from your words.	Select 5 words and draw a picture for each one.	Put your words into Tagxedo or Wordle	Rainbow Words - spell words using different colored markers or crayons for each letter.	Create a cartoon of at least 4 boxes. Write a caption under each image including a list word.	Create an abstract artwork using only your spelling words.
Kinaesthetic I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	Play Google Spell Up	Ball toss back and forth in pairs spelling each other's words	hop on one foot as you spell words, this is a great exercise in balance.	Write a conversation between two people using ten of your spelling words.	Choose any activity from the grid and complete it. Explain why it helped you.
Musical Music and rhythm make sense to me	Record yourself singing your words	Clap out and record the syllables in each of your spelling words.	Create a tongue twister using your words.	Rap your words - S to the P to the E to the Double L, spells SPELLI.	Write a song using your spelling words.	Create a hand clapping chant with a partner and spelling words. Show the teacher.
Interpersonal I work well in groups	As a group organize your words into categories	Mystery Letters – in pairs write words with missing letters. Child must figure out which letters are missing.	Choose 5 words and explain to a partner why you chose them.	Partner spell: Take it in turns to spell each other's word letter by letter.	Create a new group spelling activity to help others learn their words.	Write a spelling word and then write at least two words made from the same letters. Example: side side lie lid led etc
Intrapersonal I work well on my own	List the words that you find hard and easy and why?	Complete a look, say, cover, write, check for homework.	Choose 5 words that you have trouble with. Write them out 5 times each.	Create a word ladder using all of your spelling words.	Organise your words in reverse alphabetical order. Z – A.	Use your spelling words to write a story. Underline your words in red.

Fruit Break/ Brain Break

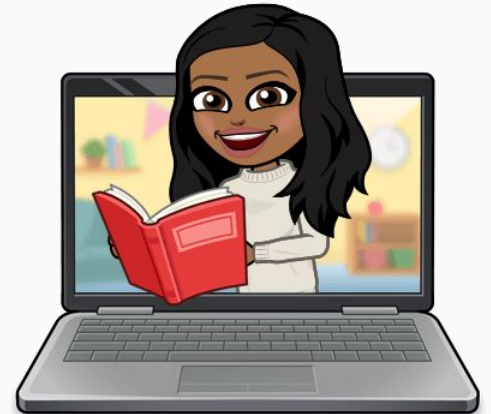
Grab a piece of fruit or have a 10 minute break to go outside reset, refresh and restart.



Read works and Read Theory

Complete the reading passage and comprehension questions that have been provided by your class teacher in the google classroom.

This should take you 40-45 minutes to complete.



LANGUAGE FEATURES OF PERSUASIVE TEXTS

High Modality/Emotional Words

Eg. Must, absolutely, terrible, definitely, should, have to ,

Evidence or examples to support arguments

Eg. 75% of doctors will agree....
Research states....

Rhetorical Questions

Eg. How would you like it if.....

Wouldn't you agree?

EXAMPLE-

School canteens **must** not sell junk food. **Research states that 40% of children under 12 years old are obese.** You wouldn't want to make your child sick, would you?

Television is Educational

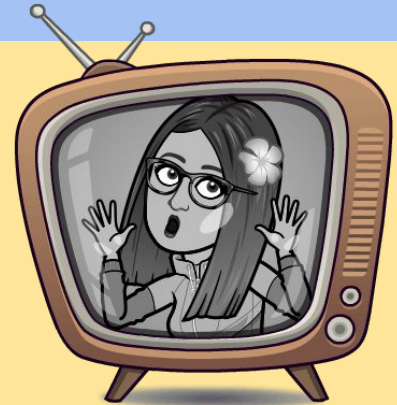
Everyone now agrees that television has many educational benefits because there is an excellent range of quality children's programs available to watch. Children are able to learn many skills that they would in school, like reading, writing and counting, as well as learning about the world around them because of the great coverage we get from news reporters and television broadcasts.

Firstly, I believe that children can develop a variety of skills often learnt at school from television. Play School and Sesame Street are just some of the popular children's shows that teach numeracy and literacy skills. In addition to this, children are able to watch programmes, which dramatise classic children's fiction, bringing the stories to life. 'Misery Guts', by Morris Gleitzman, is currently being viewed by children throughout Australia. Not only do they learn about the world around them, but children are also exposed to some great authors and literature. Don't you want to help your children?

Read the persuasive text, identify and list the following
(See Slide 7 for examples)

- High Modality/Emotional Words
- Evidence or examples to support arguments
- Rhetorical Questions

(Hint: They must end with a question mark ?????)



LANGUAGE FEATURES ANSWERS

- High Modality/Emotional Words

- Everyone now agrees
- Educational benefits
- Quality programs
- Develop skills

- Evidence or examples to support arguments

- Play School, Sesame Street,
- Misery Guts

- Rhetorical Questions

- Don't you want to help your children?



Learning Support



If you are working with Ms Carrington, Mrs Waggie or Mrs McCormick in Term 3, you will find your work in the Learning Support Google Classroom.

Everyone else, please go to the next slide.



EPIC EDITING

Rewrite the passage making the corrections required.

- 2 Capital Letters
- 1 full stop
- 1 exclamation mark
- 4 spelling mistakes
- 2 wrong word use
- 10 errors in total

Too much?
Just do 1 or 2 paragraphs.

No More Junk Mail

The local government should ban all junk mail advertising materials (such as shopping catalogues) that is delivered to houses.

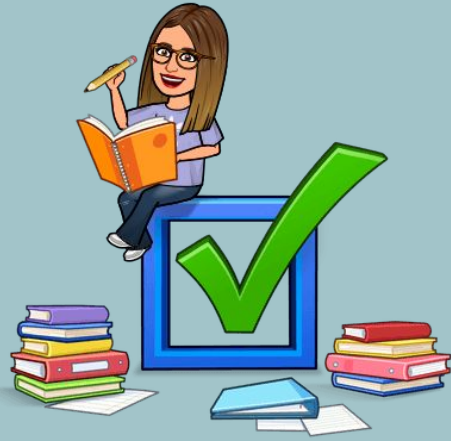
This unwanted, unnecessary and unwelcome mail is terrible for the environment and is a nuisance to the homeowners who has to dispose of it. It is also a pointless waste of paper most people can now look up things on the Internet that they want to buy.

we must do something about this problem now



**NO MORE
JUNK MAIL**

Challenge yourself- Try the whole passage!



KEEP ME



POSTED!

 Check
Your Work

Text 13 – No More Junk Mail!

The local **government** should ban all junk mail advertising materials (such as shopping catalogues) that **are** delivered to houses.

This unwanted, unnecessary and unwelcome **mail** is terrible for the **environment** and is a nuisance to the homeowners who **have** to dispose of it. It is also a pointless waste of paper. **Most** people can now look up things on the Internet that they want to **buy**.

We must do something about this problem now!

In the next slide, you will read a variety of reasons for and against **'Fast food is the best food for a family dinner'**.

Your task is to **write a persuasive text using persuasive language, structure and devices** that you have learnt in the past few weeks.

Remember introduction, 3 reasons (3 paragraphs) and a conclusion.

Other than modality, persuasive language can also include **statistics, facts, emotive language, repetition or rhetorical questions and alliteration.**

Select the side you think is strongest and you can write best about.

**Persuasive
Writing**

Fast Food Is the Best Food for a Family Dinner



For:

- Fast food is tasty, tempting and delicious.
- Fast food is very quick and easy because there is no preparation or cooking time required.
- With fast food, you don't need to make a mess in the kitchen and there are no dishes to be done afterwards.
- Everyone can choose their own meal, rather than the whole family having to eat the same thing for dinner.

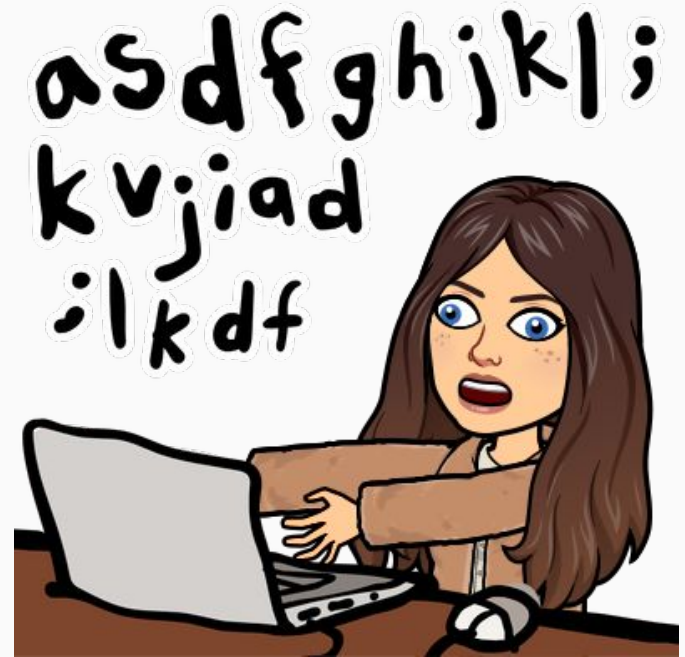
Against:

- Fast food is often very fatty and greasy or full of sugar, which means that it is very unhealthy.
- Cooking dinner for the family can be a lot of fun to do and is a nice activity for families to do together.
- When preparing and cooking dinner at home you will know exactly what is in it, as you have control over what will be used.
- Fast food doesn't always accommodate people with food allergies or intolerances.



Handwriting / Typing

As part of the curriculum we need to learn how to effectively type and use digital technologies. Google Typing Club and take their placement test then complete one or more of the lessons. This should take 20 -30 minutes.



Lunch break - Break 1

Enjoy the 30 minute lunch break with your family.

Try to eat something healthy and drink some water.



**LET'S DO
LUNCH**

Mathematics: The Cartesian Coordinate System

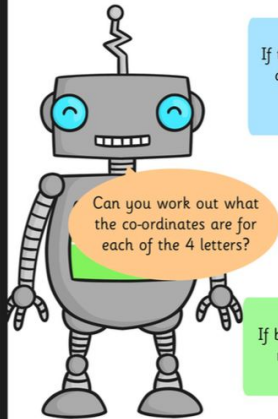


I am learning to:

- identify and record the coordinates of given points in all four quadrants of the number plane
- recognise that the order of coordinates is important when locating points on the number plane, eg (2, 3) is a location different from (3, 2)
- plot and label points, given coordinates, in all four quadrants of the number plane
- plot a sequence of coordinates to create a picture

Co-ordinates in the 4 Quadrants

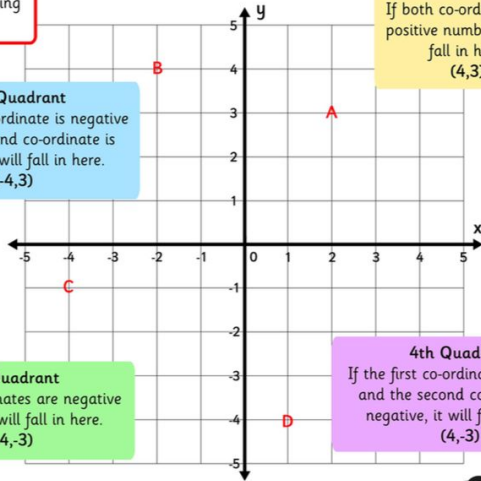
Warning! This work involves negative numbers. Remember to follow the same rules for creating co-ordinates – x before y.



Can you work out what the co-ordinates are for each of the 4 letters?

2nd Quadrant
If the first co-ordinate is negative and the second co-ordinate is positive, it will fall in here.
(-4,3)

3rd Quadrant
If both co-ordinates are negative numbers, it will fall in here.
(-4,-3)



1st Quadrant
If both co-ordinates are positive numbers, it will fall in here.
(4,3)

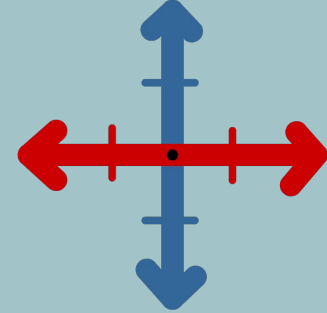
4th Quadrant
If the first co-ordinate is positive and the second co-ordinate is negative, it will fall in here.
(4,-3)



Watch the video to learn how to plot points on a coordinate plane.



Mathematics: The Cartesian Coordinate System



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Complete the Shape Coordinates Activity Sheet. Your teacher should have attached the activity sheet to your Google Classroom.



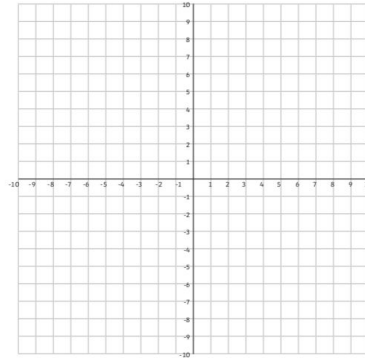
Take a photo of the your completed work and send it on Google Classroom or Seesaw.

Shape Coordinates

For each letter, plot the coordinates to reveal a missing shape.

For each shape, you need to do the following:

- name the shape;
- describe the properties of the shape (think about sides, angles, how it can be described).



- A. (2,2) (8,2) (8,-2) (2,-2) (2,2) _____
- B. (-7,5) (-7,8) (-3,5) (-7,5) _____
- C. (-7,-2) (-9,-4) (-7,-6) (-5,-4) (-7,-2) _____
- D. (5,-4) (3,-6) (5,-9) (7,-6) (5,-4) _____
- E. (4,9) (2,6) (7,6) (9,9) (4,9) _____

Remember if you need help refer back to the video.

Mathematics: The Cartesian Coordinate System



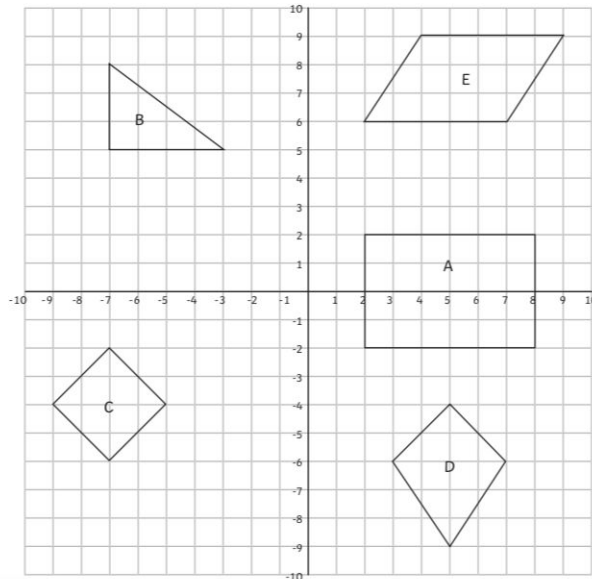
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Shape Coordinates **Answers**

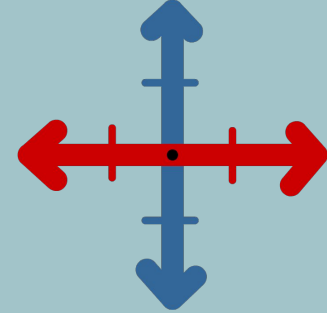


Take a photo of
the your
completed work
and send it on
Google
Classroom or
Seesaw.



- A. (2,2) (8,2) (8,-2) (2,-2) (2,2) **rectangle**
- B. (-7,5) (-7,8) (-3,5) (-7,5) **right-angled triangle**
- C. (-7,-2) (-9,-4) (-7,-6) (-5,-4) (-7,-2) **rhombus**
- D. (5,-4) (3,-6) (5,-9) (7,-6) (5,-4) **kite**
- E. (4,9) (2,6) (7,6) (9,9) (4,9) **parallelogram**

Mathematics: The Cartesian Coordinate System



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Complete the Helicopter Coordinates Activity Sheet. Your teacher should have attached the activity sheet to your Google Classroom.



Take a photo of
the your
completed work
and send it on
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An Amazing Fact a Day

Helicopter Coordinates

Amazing Fact
In 1861, the word 'helicopter' was first used for a machine which did not actually lift off the ground.

Challenge
Using the four-quadrant grid on the next page, carefully plot these points. Then, use a ruler to draw a line between each pair of coordinates. If you have done this correctly, it should reveal a special shape!

Coordinates

1. (-7,-6) (-7,7)	12. (5,3) (3,5)	23. (-6,6) (-1,6)	34. (-9,3) (-3,-4)
2. (-7,-7) (-4,-7)	13. (3,5) (1,5)	24. (-1,6) (-1,5)	35. (-3,-4) (-4,-6)
3. (4,-7) (5,-6)	14. (1,5) (1,6)	25. (-1,5) (1,5)	36. (-4,-6) (-7,-6)
4. (5,-6) (5,-5)	15. (1,6) (6,6)	26. (1,5) (-3,5)	37. (-9,3) (-2,-4)
5. (5,-5) (3,-6)	16. (6,6) (6,-7)	27. (-3,5) (-4,-3)	38. (-2,-4) (-3,-6)
6. (3,-6) (2,-4)	17. (6,7) (1,7)	28. (-4,-3) (-8,5)	39. (-3,-6) (2,-6)
7. (2,-4) (6,-2)	18. (1,7) (1,8)	29. (-8,5) (7,6)	40. (2,-6) (1,-4)
8. (6,-2) (2,1)	19. (1,8) (-1,8)	30. (-7,6) (-8,7)	41. (1,-4) (-2,-4)
9. (2,1) (5,3)	20. (-1,8) (-1,7)	31. (-8,7) (-10,3)	
10. (5,3) (6,2)	21. (-1,7) (-6,7)	32. (-10,3) (-10,2)	
11. (6,2) (6,-2)	22. (-6,7) (-6,6)	33. (-10,2) (-9,3)	

You could also try to find out:

- what helicopters are used for;
- who built the first flying helicopter and when;
- how helicopters work.

twinkl
Page 1 of 2
visit twinkl.com

An Amazing Fact a Day

Helicopter Coordinates

twinkl
Page 2 of 2
visit twinkl.com

Remember if you need
help refer back to the
video.

Mathematics: The Cartesian Coordinate System

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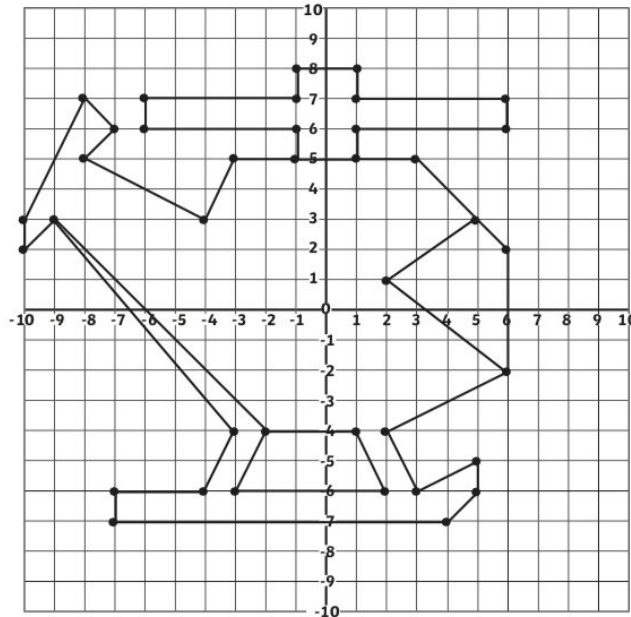
 Check
YOUR WORK!



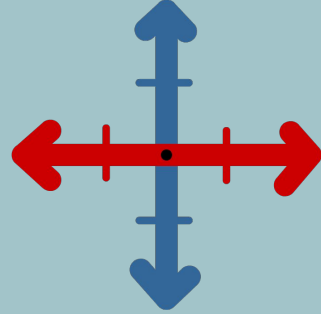
Take a photo of
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and send it on
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An Amazing Fact a Day

Helicopter Coordinates **Answers**



Reflection



How confident are you in plotting a sequence of coordinates to create a picture? Complete the self assessment by choosing an answer below...

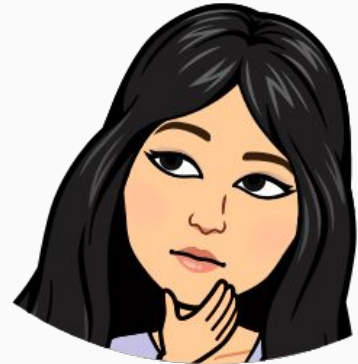
Very Confident,

Confident,

OK,

I Need Some Help,

I Have No Idea!



Brain Break



Matific

1. Go to
<https://www.matific.com/au/en-au/login-page/>
2. Complete tasks on matific



matific

Break 2: 30 minutes

Go outside.

Take this opportunity to run around outdoors.

Recharge and have a quick bite to eat so that you don't become tired and irritable while you are sitting and working.

Drink plenty of water as well.



STEM CHALLENGE:

Click on the link below to watch the short video-
<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-a/s3/friday#h.79yj71d1txba>

Zipline challenge task card

Challenge

Design and build a carrier that can transport a small toy down a zipline string in 4 seconds or less.

Rules

1. The zipline must be at least 2 metres long from start to finish.
2. The carrier and toy must reach the end of the zipline in 4 seconds or less.
3. No touching the carrier as it travels down the zipline.
4. You can only use the materials on the list but you don't have to use all the materials.

Stem Challenge : Zip Line

Materials allowed

- paper cup
- small toy
- 4 straws
- 3 metres fishing line, string or dental floss
- 6 paperclips
- light cardboard (such as cereal boxes)
- tape and scissors
- weights such as bolts, pebbles or flat steel washers
- timer



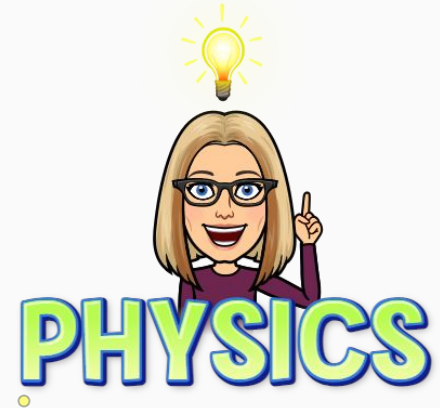
STEM CHALLENGE

What's the science?

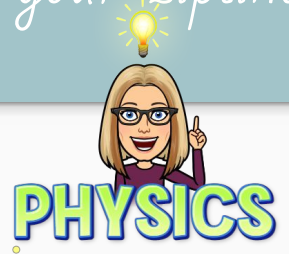
Watch [Physics and the Science of Speed on a Zipline \(3:24\)](#) to find out how friction and weight can affect the speed on a zipline.

Too easy?

- Try to slow it down! Build a carrier that takes 10 seconds to travel the zipline.
- Make a carrier that can hold several marbles.
- Find a way to launch the toy onto a target at the end of the zipline.



STEM CHALLENGE: *Use the design process when testing your zipline*



The Design thinking process :

Design thinking is a way of solving problems. It follows 4 steps:

- Identify and define the challenge

This step introduces the challenge. It also defines the challenge rules, such as what materials can be used and time limits.

- Brainstorm ideas

Think about different ways to solve the challenge. How many ideas you can come up with?

Before moving to the next step, decide on one idea to test. Have you chosen an idea that follows the challenge rules?

- Make and test

Time to make and test your design. What worked or did not work? What strategies can we use to solve any problems? Be persistent, it's OK to have many failures before finding your best solution!

- Test, make improvements and present

Did you meet the challenge? Time to improve your solution. What extra steps did you go through to make your final solution?

Fantastic

FRIDAY

MAKE

THIS DAY

GREAT!